University of Alberta Library
0 1620 2737433 7

2005 CTS AMENDMENTS to the Cosmetology Studies Guide to Standards and Implementation

Summary of Curriculum Changes

Prerequisite changes:

- Introductory:
  - COS1040: Forming & Finishing 1
  - COS1050: Permanent Waving 1
  - COS1080: Theatrical Makeup 1
- Intermediate—all courses **except:**
  - COS2010: Hair Graphics 2
  - COS2130: Facials & Makeup 2
  - COS2150: Manicuring 2
  - COS2210: Sales and Service 1
- Advanced—**all** courses.

(All prerequisite requirements, rather than just the immediate prerequisite, for each 1-credit course are listed in the *Guide to Standards and Implementation* for Cosmetology Studies.)

Section B

- **Remove** pages B.5–B.6 (Revised 2002) and **replace** with new pages B.5–B.6 (Revised 2005).

Section D

- **Remove** page D.13 (Revised 2002) and **replace** with new page D.13 (Revised 2005).
- **Remove** page D.17 (1997) and **replace** with new page D.17 (Revised 2005).
- **Remove** page D.27 (Revised 2002) and **replace** with new page D.27 (Revised 2005).

Section E

- **Remove** pages E.5, E.9, E.13, E.17, E.21, E.27, E.31, E.35, E.39, E.43, E.47, E.51, E.55, E.59, E.63, E.65, E.67, E.71 and E.75 (Revised 2002) and **replace** with new pages E.5, E.9, E.13, E.17, E.21, E.27, E.31, E.35, E.39, E.43, E.47, E.51, E.55, E.59, E.63, E.65, E.67, E.71 and E.75 (Revised 2005).

Section F

Remove pages F.3, F.5, F.7, F.9, F.13, F.17, F.21, F.25, F.29, F.33, F.37, F.43, F.47, F.51, F.55, F.59, F.63, F.67, F.69, F.73, F.75, F.79, F.85, F.87, F.89, F.93, F.97, F.101 and F.103 (Revised 2002) and **replace** with new pages F.3, F.5, F.7, F.9, F.13, F.17, F.21, F.25, F.29, F.33, F.37, F.43, F.47, F.51, F.55, F.59, F.63, F.67, F.69, F.73, F.75, F.79, F.85, F.87, F.89, F.93, F.97, F.101 and F.103 (Revised 2005).

TT
971
A333
1997
gr.10-12
amend.
2005
CURR GD
HIST

Digitized by the Internet Archive
in 2012 with funding from
University of Alberta Libraries

http://archive.org/details/cosmetologyguide05albe

University of Alberta Library
0 1620 2737433 7

2005 CTS AMENDMENTS to the Cosmetology Studies Guide to Standards and Implementation

Summary of Curriculum Changes

Prerequisite changes:

- Introductory:
  - COS1040: Forming & Finishing 1
  - COS1050: Permanent Waving 1
  - COS1080: Theatrical Makeup 1
- Intermediate—all courses **except:**
  - COS2010: Hair Graphics 2
  - COS2130: Facials & Makeup 2
  - COS2150: Manicuring 2
  - COS2210: Sales and Service 1
- Advanced—**all** courses.

(All prerequisite requirements, rather than just the immediate prerequisite, for each 1-credit course are listed in the *Guide to Standards and Implementation* for Cosmetology Studies.)

Section B

- **Remove** pages B.5–B.6 (Revised 2002) and **replace** with new pages B.5–B.6 (Revised 2005).

Section D

- **Remove** page D.13 (Revised 2002) and **replace** with new page D.13 (Revised 2005).
- **Remove** page D.17 (1997) and **replace** with new page D.17 (Revised 2005).
- **Remove** page D.27 (Revised 2002) and **replace** with new page D.27 (Revised 2005).

Section E

- **Remove** pages E.5, E.9, E.13, E.17, E.21, E.27, E.31, E.35, E.39, E.43, E.47, E.51, E.55, E.59, E.63, E.65, E.67, E.71 and E.75 (Revised 2002) and **replace** with new pages E.5, E.9, E.13, E.17, E.21, E.27, E.31, E.35, E.39, E.43, E.47, E.51, E.55, E.59, E.63, E.65, E.67, E.71 and E.75 (Revised 2005).

Section F

- **Remove** pages F.3, F.5, F.7, F.9, F.13, F.17, F.21, F.25, F.29, F.33, F.37, F.43, F.47, F.51, F.55, F.59, F.63, F.67, F.69, F.73, F.75, F.79, F.85, F.87, F.89, F.93, F.97, F.101 and F.103 (Revised 2002) and **replace** with new pages F.3, F.5, F.7, F.9, F.13, F.17, F.21, F.25, F.29, F.33, F.37, F.43, F.47, F.51, F.55, F.59, F.63, F.67, F.69, F.73, F.75, F.79, F.85, F.87, F.89, F.93, F.97, F.101 and F.103 (Revised 2005).

TT
971
A333
1997
gr.10-12
amend.
2005
CURR GD
HIST

UNIVERSITY OF ALBERTA
QUAECUMQUE VERA
Ex Libris
Universitatis
Albertensis

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Personal Images ● COS1010		Professional Practices COS3010	Images and Practices
Hair Graphics 1 COS1020	Hair Graphics 2 COS2010	Long Hair Graphics COS3020	Hair and Scalp Care
Hair & Scalp Care 1 COS1030	Hair & Scalp Care 2 COS2020	Hair & Scalp Care 3 COS3030	
Forming & Finishing 1 COS1040	Forming & Finishing 2 COS2030	Hair & Scalp Care 4 (Client Services) COS3040	
	Haircutting 1 COS2040	Haircutting 2◆ COS3050	Haircutting
		Haircutting 3◆ (Client Services) COS3060	
	Hair Care & Cutting 1 (Client Services) COS2050	Hair Care & Cutting 2◆ (Client Services) COS3070	
Permanent Waving 1 (The Physical Process) COS1050	Permanent Waving 2 (Cold Waving) COS2060	Permanent Waving 5◆ (Designer) COS3080	Chemical Services: Permanent Waving
	Permanent Waving 3 (Heat-assisted) COS2070	Relax/Straighten Hair◆ COS3090	
	Permanent Waving 4◆ (Client Services) COS2080	Wave, Relax & Straighten Hair◆ (Client Services) COS3100	
	Colouring 1◆ COS2090	Colouring 2 (Permanent)◆ COS3110	Chemical Services: Haircolouring
	Colour Removal 1◆ COS2100	Colour Removal 2◆ COS3120	
	Colouring & Removal 1◆ (Client Services) COS2110	Colouring & Removal 2◆ (Client Services) COS3130	
Skin Care 1 (Basic Practices) COS1060	Facials & Makeup 1 COS2120	Body Therapy◆ COS3140	Skin Care
	Facials & Makeup 2 (Client Services) COS2130	Hair Removal◆ COS3150	
	Skin Care 2 (Client Services) COS2140	Skin Care 3 (Client Services)◆ COS3160	

Note There are extensive prerequisite requirements that are too complex to be depicted in this scope and sequence chart.

● Prerequisite to all introductory courses in this strand.

◆ Please refer to specific courses for additional prerequisites.

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
		Male Facial Grooming 1◆ *COS3170* Male Facial Grooming 2◆ (Client Services) *COS3180*	Male Facial Grooming
Manicuring 1 *COS1070*	Manicuring 2 *COS2150* Nail Art *COS2160* Manicuring 3 (Client Services)◆ *COS2170*	Nail Technology◆ *COS3190* Pedicuring◆ *COS3200* Nail Care (Client Services)◆ *COS3210*	Nail Care
Theatrical Makeup 1 (Basic Principles) *COS1080*	Hairpieces & Extensions *COS2180* Theatrical Makeup 2 (Planning the Images) *COS2190*	Wigs & Toupees◆ *COS3220* Hair Goods (Client Services)◆ *COS3230* Theatrical Makeup 3 (Changing Images) *COS3240* Theatrical Makeup 4 (Client Services) *COS3250* Facial & Body Adornment *COS3260*	Special Effects/ Services
	Historical Cosmetology *COS2200* Sales & Service 1 (Principles & Practices) *COS2210*	Creative Cosmetology◆ *COS3270* Sales & Service 2 (Effectiveness) *COS3280* Competition Cosmetology◆ *COS3290*	Enterprise and Competition

Note: There are extensive prerequisite requirements that are too complex to be depicted in this scope and sequence chart.

◆ Please refer to specific courses for additional prerequisites.

©Alberta Education, Alberta, Canada

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

COURSE COS1040: FORMING & FINISHING 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: COS1010 Personal Images

Description: Students wave, curl and style hair, using a variety of equipment, tools and supply items.

Parameters: Access to a personal or professional grooming facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe techniques available for forming and finishing hair • select and use appropriate equipment, implements and materials for forming and finishing hair into selected hair effects and hairstyles • perform all forming and finishing activities in a safe and sanitary manner	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – given 30 questions relating to forming and finishing, answer a minimum of 25 questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Finger Waving* – *Wet Hairstyling* – *Thermal Hairstyling*	25
	• **Product** in which the student will: – perform forming and finishing techniques suited to selected hairstyles and hair effects to quality, safety and sanitation standards. *Assessment Tool* *COSTAT1040: Forming & Finishing 1*	75
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Forming Hair (Theory)	*The student should:* • define and describe the term forming hair • describe techniques used to form hair: – blow-drying/blow waving – ironing – waving – pin curling – hand shaping • identify and describe implements used to form hair: – blow-dryers – curling irons – rollers – clips – setting combs – brushes – combs.	
Materials	• identify and describe materials used to assist forming of hair: – mousse – gels – lotions.	
Draping	• drape client for a dry service • remove draping after completing the dry service.	
Forming Hair (Applications) • Blow-Drying/Blow Waving	• describe and demonstrate safe handling of hair forming implements to protect: – self – clients – others • identify and safely operate blow-dryer controls • demonstrate use of blow-dryer in combination with a comb or brush to: – dry and control hair – direct hair – shape hair	Have students read manufacturer's instructions before use.

©Alberta Education, Alberta, Canada

COURSE COS1050: PERMANENT WAVING 1 (THE PHYSICAL PROCESS)

Level: Introductory

Theme: Chemical Services: Permanent Waving

Prerequisite: COS1010 Personal Images

Description: Students section, block and wind hair for a basic permanent wave, using conventional waving rods and supplies.

Parameters: Access to personal or professional grooming facility.

Note: Journeyman hairstylist qualification desirable.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the history of permanent waving • distinguish between the physical and chemical processes involved in the permanent waving of hair • perform basic sectioning, blocking and winding techniques • demonstrate alternative sectioning, blocking and winding techniques • identify and follow safe and sanitary practices • maintain records of processes used	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – present a verbal, written or other description of the history of permanent waving – given 20 questions relating to permanent waving—the physical process, answer all questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Permanent Waving* • **Process and Product** in which the student will: – perform techniques related to the physical process including: • basic technique/pattern • a minimum of two alternative techniques/patterns. *Assessment Tool* *COSTAT1050: Permanent Waving 1 (The Physical Process)* *COSSAT1050: Permanent Waving 1 (The Physical Process)*	10 20 30 40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Permanent Waving: History	*The student should:* • research and describe the major developments in permanent waving: – equipment/tools – chemicals • identify and describe permanent waving technology currently available.	
Permanent Waving: Processes	• identify and describe the major processes involved in permanent waving: – physical process – chemical process.	
Permanent Waving: Physical Process • Steps	• identify and describe the steps in the physical process of permanently waving hair: – sectioning – blocking – wrapping – winding – securing	
• Rods and Wraps	• identify shapes and sizes of conventional permanent waving rods • describe the uses and effects of rods with different shapes and sizes • demonstrate methods of securing conventional rods • describe purposes of permanent wave wraps	
• Sectioning	• part hair and secure each section to create a basic sectioning pattern • identify order in which sections should be blocked, wrapped and wound	
• Blocking	• part sections into blocks to correspond to the diameter and length of rods to be wound and in relation to hair length and density • hold hair perpendicular to the block	

©Alberta Education, Alberta, Canada

COURSE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES)

Level: Introductory

Theme: Special Effects/Services

Prerequisite: COS1010 Personal Images

Description: Students describe the purpose and scope of theatrical makeup, identify elements related to designing theatrical makeup, and use appropriate materials to perform basic theatrical makeup techniques.

Parameters: Access to a theatrical makeup facility and supplies.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the purpose and scope of theatrical makeup and describe the basic principles of colour and theatrical makeup • design, plan and create, in a safe and sanitary manner, basic theatrical makeup	• **Concept Testing** in which the student will: – given 30 test items relating to theatrical makeup, answer a minimum of 25 items correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Facial Makeup* • **Process and Product** in which the student will: – design, plan and create a minimum of three basic theatrical makeups including: • design • plan • execute. *Assessment Tool* *COSTAT1080: Theatrical Makeup 1 (Basic Principles)*	25 25 25 25
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Purpose of Theatrical Makeup	*The student should:* • identify and describe the purpose of theatrical makeup • analyze and describe the effect of theatrical makeup on: – performers – photographic images – viewers.	Consult with drama teacher, local theatrical performers and theatrical makeup artists.
Basic Principles • Anatomy and Physiology	• relate knowledge of human anatomy and physiology to the design and use of theatrical makeup • identify and locate major bones of the head and face • identify and locate major bones of the arm and hand	
• Light and Shade	• describe the effect of light and shade in creating/changing images • describe methods that use the principle of light and shade to create/change images • demonstrate the use of the light and shade principle to: – create a new image – change an image	
• Characteristics of Colour	• identify primary, secondary, tertiary and complementary colours and their relationship on a colour wheel • define and describe the following characteristics of colour: – pigment – tints – hue – tones – intensity – shades – value • describe the relationship between colour characteristics	

©Alberta Education, Alberta, Canada

COURSE COS2020: HAIR & SCALP CARE 2

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze the histology and condition of hair and the relationship of hair to the scalp, and select and use appropriate hair and scalp cleansing and conditioning products.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the relationships among: – hair condition – scalp condition – safe and sanitary hair care practices	• **Concept Testing** in which the student will: – given 40 questions relating to hair and scalp care, answer a minimum of 30 questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Shampooing, Rinsing and Conditioning* – *Properties of Hair and Scalp*	15
• identify and describe the purpose and application of various hair and scalp care products and technologies	• **Applied Problem Solving** in which the student will: – present a written, verbal, graphic or other description of hair and scalp care products and technologies, and their uses. *Assessment Tool* *CTS Rubric Presentation/Reports*	20
• perform hair and scalp care services including client analysis and preparation, hair and scalp analysis, product and technology selection, shampooing and conditioning	• **Process and Production** in which the student will: – perform a variety of hair and scalp care services, including: • six hair care services • six scalp care services. *Assessment Tool* *COSTAT2020: Hair & Scalp Care 2*	 35 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Histology	*The student should:* • analyze and describe the histology of different types of hair and heads of hair • define and describe factors that identify the condition of hair including: – elasticity – porosity – texture – density – colour • identify and describe the effect of other skin tissues that surround the hair and hair follicles and affect hair growth.	
Hair and Scalp Relationships	• describe the relationship between the hair and the scalp • describe the process of keratinization as it affects both the hair and the scalp • propose effects of caring/not caring for the hair and scalp and the effects of caring for one without caring for the other.	
Hair and Scalp Cleansing Products	• identify and describe the advantages/ disadvantages of different hair and scalp cleansing products • describe the action of different cleansing products on the hair and scalp • match cleansing products to the needs of different hair and scalp conditions.	
Hair and Scalp Conditioning Products and Technologies	• identify and describe the advantages/ disadvantages of different types of hair and scalp conditioning products • describe the action of different conditioning products and technologies on the hair and scalp • match conditioning products and technologies to the needs of different hair and scalp conditions.	

©Alberta Education, Alberta, Canada

COURSE COS2030: FORMING & FINISHING 2

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: COS1040 Forming & Finishing 1
COS1010 Personal Images

Description: Students analyze head and facial features, determine suitable hairstyles, and form and finish hairstyles.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• form hair by shaping, constructing and securing a variety of pin curls • finish hair by combing out constructed and dried pin curls	• **Concept Testing** in which the student will: – present a written, verbal, graphic or other description of factors to be considered when selecting a hairstyle and the forming and finishing techniques needed to create the hairstyle. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Finger Waving* – *Wet Hairstyling* – *Thermal Hairstyling*	15
• identify, describe and analyze factors that affect the selection of a hairstyle and the forming and finishing techniques suited to achieving the selected hairstyle • wave and curl hair using a combination of forming and finishing techniques including: – pin curling – roller setting – iron setting – finger waving – blow waving/styling	• **Process and Product** in which the student will: – follow the teacher's directions to form and finish a minimum of two heads of hair that have been formed using pin curls and/or rollers – analyze client's needs and perform a minimum of three combinations of forming and finishing techniques. *Assessment Tool* *COSTAT2030: Forming & Finishing 2*	40 45

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
	The student should:	
Pin Curling		
• Types	• identify and describe types of pin curls; e.g.: – sculpture – stand-up/cascade – skip waves – barrel	
• Purpose	• describe the purpose of each type of pin curl • describe the advantages/disadvantages of using pin curls	
• Parts	• describe the different parts of a pin curl: – base – stem – circle	
• Techniques	• describe the effects of various pin curling techniques including using: – base shapes – long-stem, half-stem, no-stem pin curls – different sized circles – clockwise/counterclockwise	
• Fastening	• use clips or other fasteners to properly secure each type of pin curl • form pin curls on various parts of the scalp; e.g.: – side – front – crown – back – nape • create a variety of partial and whole head effects using pin curls	

©Alberta Education, Alberta, Canada

COURSE COS2040: HAIRCUTTING 1

Level: Intermediate

Theme: Haircutting

Prerequisites: COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students demonstrate safe handling of haircutting and hairthinning tools, and describe and demonstrate basic cutting methods.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling, other hair services and a feature of personal grooming	• **Concept Testing** in which the student will: – given 30 test items relating to haircutting, respond correctly to a minimum of 20 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Haircutting*	20
• describe and demonstrate safe handling of haircutting and hairthinning tools	• **Process and Product** in which the student will: – handle haircutting and hairthinning tools safely and in a sanitary manner.	30
• interpret and follow cutting patterns to: – section – cut – follow guidelines – section and cut hair to predetermined shapes, lengths and styles	– follow cutting patterns and use a variety of haircutting/thinning tools to create two blunt and two layer cuts. *Assessment Tool* *COSTAT2040: Haircutting 1* *COSSAT2040: Haircutting 1*	50

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Principles and Practices of Haircutting	*The student should:* • explain the purpose and basic principles of haircutting and hairthinning • identify and describe types of haircuts/cutting techniques including: – blunt – taper – layer – shingle • explain and describe the principle of elevation as it applies to haircutting • describe and demonstrate haircutting sanitation and safety practices.	
Implements	• identify and describe implements used to cut and thin hair; e.g., – shears (cutting, thinning) – razors (replaceable blade, straight) – clippers • demonstrate proper handling, use and maintenance of each cutting implement including: – in-use positions – at-rest positions – holding cutting implement and comb together.	

©Alberta Education, Alberta, Canada

COURSE COS2050: HAIR CARE & CUTTING 1 (CLIENT SERVICES)

Level: Intermediate

Theme: Haircutting

Prerequisites: COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze a client's need for hair and scalp care and perform the necessary services.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • meet, greet and make a client feel welcome and comfortable, and prepare the client for selected services • consult with and analyze a client's needs for hair and scalp care and haircutting services, and recommend suitable services	*Assessment of student achievement should be based on:* • **Process** in which the student will: – perform client orientation, preparation, analysis and consultation procedures to standards indicated on a client services performance chart.	50
• perform hair and scalp care and haircutting services agreed to by a client in a safe and sanitary manner, and record information on services performed	• **Product** in which the student will: – perform a variety of client services to a minimum of six clients' satisfaction.	50
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats and personal belongings • direct and assist client to be seated at work area • describe client's need for hairstyling services • consult with client to determine required services.	
Client Preparation	• analyze client's hair and scalp • recommend hairstyling services and hairstyle based on analysis • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary, and have client put them in safe place • brush hair thoroughly (before and after analysis) as needed • establish a data base (e.g., record card) for each client • complete record card for each service provided.	
Client Services • Shampooing	• check that client is properly draped for a wet service • direct and assist client to the shampoo area • position client and ensure client's neck is placed properly on shampoo sink • ensure that cape and towel(s) are appropriately positioned to protect client's clothing • select a shampoo appropriate to condition of the hair and scalp • perform a complete shampoo	

©Alberta Education, Alberta, Canada

COURSE COS2060: PERMANENT WAVING 2 (COLD WAVING)

Level: Intermediate

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1050 Permanent Waving 1 (The Physical Process)
COS1010 Personal Images

Description: Students identify types of chemicals used to permanently wave hair and the relationship between the chemical process and the physical process. Students also analyze hair and combine the two processes to perform complete cold waves.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• distinguish between techniques used to curl hair temporarily and permanently; describe the chemistry of cold waving, and the effects of cold waving chemicals on the hair and scalp	• **Concept Testing** in which the student will: – given 30 test items relating to cold waving, respond correctly to a minimum of 25 items. – determine pH of acid and alkaline permanent waving solution – describe effects of different pH levels on the hair and scalp. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Permanent Waving*	25 15 20

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare and protect the client, self and others and perform basic physical and chemical cold waving processes in a safe and sanitary manner, and maintain records of materials used and results attained	• **Process and Product** in which the student will: – prepare clients, analyze hair and scalp and perform one or more basic cold waves, including: • personal and workstation preparation • client preparation • hair and scalp analysis • wrap and process cold waves. *Assessment Tool* *COSTAT2060: Permanent Waving 2 (Cold Waving)* *COSSAT2060: Permanent Waving 2 (Cold Waving)*	40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Permanent Waving Techniques	*The student should:* • define and describe the term permanent waving • identify techniques used to permanently wave hair • distinguish between cold waving and heat waving • identify and describe similarities among permanent waving techniques.	

©Alberta Education, Alberta, Canada

COURSE COS2070: PERMANENT WAVING 3 (HEAT-ASSISTED)

Level: Intermediate

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1050 Permanent Waving I (The Physical Process)
COS1010 Personal Images

Description: Students use appropriate physical and chemical processes and products to perform heat-assisted permanent waves, and analyze the quality of the waves.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • distinguish between: – procedures, technologies and effects of heat-assisted and cold permanent waving on the hair and scalp – technology and techniques used in heat-assisted waving and cold waving	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – given 25 test items relating to heat-assisted permanent waving, respond correctly to a minimum of 20 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Permanent Waving*	20

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• section, block, wrap, wind and process hair, using available heat-assisted waving techniques, and protect the health and safety of a client, self and others	• **Process and Product** in which the student will: – perform one or more heat-assisted permanent waves: • section • block • wrap • wind • lotion application • process check • neutralize • finish. *Assessment Tool* *COSTAT2070: Permanent Waving 3 (Heat-assisted)*	 5 5 10 20 5 10 15 10
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Heat-assisted Permanent Waving Processes	*The student should:* • define the terms heat-assisted permanent waving and exothermic waving • describe the advantages/disadvantages of heat waving • compare heat-assisted waving with cold waving.	
Origin and Development	• identify and describe the origin of heat-assisted waving • describe the historical and contemporary use of heat-assisted permanent waving and machineless methods of permanent waving.	

©Alberta Education, Alberta, Canada

COURSE COS2080: PERMANENT WAVING 4 (CLIENT SERVICES)

Level: Intermediate

Theme: Chemical Services: Permanent Waving

Prerequisites: COS2070 Permanent Waving 3 (Heat-assisted)
COS2060 Permanent Waving 2 (Cold Waving)
COS1050 Permanent Waving 1 (The Physical Process)
COS1010 Personal Images

Description: Students analyze the condition of hair, identify and describe available types of permanent waves, and recommend and perform permanent waving services appropriate to the client's needs and wants.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient a client to available permanent waving services	• **Process** in which the student will: – perform client orientation, preparation, analysis and consultation procedures to standard indicated on a client services performance chart:	
• consult with and analyze a client's needs, hair and scalp condition and suitability for permanent waving services, and recommend suitable services	• orientation • preparation • analysis • consultation/recommendation.	10 5 5 10

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• perform permanent waving services agreed to by a client in a safe and sanitary manner, and record information or services performed	• **Product** in which the student will: – perform permanent waving and related services, including: • sectioning • blocking • wrapping • winding • applying lotion • checking process • neutralizing • finishing. *Assessment Tool* *COSTAT2080: Permanent Waving 4 (Client Services)*	 5 10 5 20 5 10 10 5
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats and personal belongings • direct and assist client to be seated at work area • discuss client's needs and wants for permanent waving.	
Keeping Records	• establish a data base (e.g., record card) for each client • record details of sectioning pattern, rods and products used and quality and degree of curl achieved when service is completed.	

©Alberta Education, Alberta, Canada

COURSE COS2090: COLOURING 1

Level: Intermediate

Theme: Chemical Services: Haircolouring

Prerequisites: COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students describe the basic principles of colour and haircolouring, describe and perform patch/predisposition and strand tests, and prepare and apply temporary and semipermanent haircolours.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe and explain principles and practices of colouring hair; identify and describe the different types of haircolouring agents, their chemistry and effects on the hair and scalp	• **Concept Testing** in which the student will: – given 50 test items relating to temporary and semipermanent haircolouring, respond correctly to a minimum of 40 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Haircolouring*	20
• analyze hair and scalp; determine their suitability for different types of haircolouring; perform safe and sanitary, temporary and semipermanent haircolouring practices	• **Process and Product** in which the student will: – perform hair and scalp analysis and predisposition tests; perform a minimum of three temporary and three semipermanent haircolouring procedures, including: • analyses • predisposition tests (skin/patch) • strand test • temporary colour applications • semipermanent colour processes. *Assessment Tool* *COSTAT2090: Colouring 1* *COSSAT2090: Colouring 1*	 20 20 10 15 15
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Haircolouring: Definition and Purpose	*The student should:* • define the term haircolouring • identify and describe the reasons for colouring hair • describe potential haircolouring clientele.	
Principles of Colour and Haircolouring	• describe the relationship between light and colour • describe the colour spectrum and its relationship to haircolouring • identify and describe the relationships among primary, secondary, tertiary and complementary colours • define related terms (e.g., tone, shade, level, virgin hair) • distinguish between adding colour to hair and removing colour from hair.	Have students produce and explain a colour wheel.
Types of Haircolouring	• identify and distinguish among forms of haircolouring: – temporary – semipermanent – permanent • list examples of colouring agents for each form of haircolour • describe and distinguish among the action and effect of each form of haircolouring on the scalp and on different types and colours of hair.	
Chemistry of Colouring Agents	• identify and describe the chemistry and active ingredients of haircolouring agents • explain the advantages/disadvantages of different types of haircolouring agents used as temporary/semipermanent forms of haircolour • describe the use of aniline derivative colouring agents.	

©Alberta Education, Alberta, Canada

COURSE COS2100: COLOUR REMOVAL 1

Level: Intermediate

Theme: Chemical Services: Haircolouring

Prerequisites: COS2090 Colouring 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students describe the basic principles of colour removal, levels of colour, colour removal chemicals and application procedures, and prepare and apply a variety of products to remove natural and artificial haircolour.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define terms and explain practices related to removal of colour from hair, and explain the chemistry and action of hydrogen peroxide in the highlighting and colour removal process	• **Concept Testing** in which the student will: – given 30 test items relating to colour removal, respond correctly to a minimum of 25 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Haircolouring*	30
• analyze hair and scalp, determine suitability for a colour removal procedure, prepare, apply and process selected colour removal agents, and follow safe and sanitary practices	• **Process and Product** in which the student will: – perform hair and scalp analyses and predisposition tests as necessary; perform a minimum of four selected colour removal procedures, including: • hair and scalp analyses • predisposition tests • colour removal procedures • finish. *Assessment Tool* *COSTAT2100: Colour Removal 1* *COSSAT2100: Colour Removal 1*	 10 10 40 10
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Principles, Products and Practices	*The student should:* • define the terms colour removal, bleaching and colour reduction • identify colour removal products/agents • describe the uses, advantages/disadvantages of available colour removal products • describe the principle of colour removal levels • describe the meaning of related terms; e.g.: – pigment – tone – shade – hue • distinguish among colour addition, colour reduction and colour removal processes • distinguish between the use of hair lighteners as single-process colouring agents and their use as a part of the double process.	
Chemistry of Colour Removal	• distinguish between products used to remove natural colour from hair and artificial haircolouring • identify and describe the major chemicals used to remove natural and artificial colour from hair • describe the action of hydrogen peroxide in colour removal processes • describe the action of hair lighteners on the hair and scalp.	
Hair and Scalp Analysis	• explain how colour removal agents may damage the hair and damage or irritate the scalp • identify and describe factors that may prohibit the application of bleaches or colour reducing agents • analyze hair and scalp to determine their suitability for applications of colour removal agents or bleaches.	

©Alberta Education, Alberta, Canada

COURSE COS2110: COLOURING & REMOVAL 1 (CLIENT SERVICES)

Level: Intermediate

Theme: Chemical Services: Haircolouring

Prerequisites: COS2100 Colour Removal 1
COS2090 Colouring 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze the condition of a client's hair and scalp, and prepare for and perform colouring and colour removal services.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient a client to haircolouring and colour removal services	• **Process** in which the student will: – perform a minimum of four client orientation and preparation procedures to standards indicated on a client services performance chart	20
• consult with and analyze a client's needs, hair and scalp condition and suitability for haircolouring or colour removal services, and recommend suitable services	– perform a minimum of four client consultation and client analysis procedures and recommend services.	30
• perform colouring or decolouring services agreed to by a client in a safe and sanitary manner, and record information on services performed and chemicals used	• **Product** in which the student will: – perform a minimum of two colouring and two colour removal services. *Assessment Tool* *COSTAT2110: Colour and Removal 1 (Client Services)*	50
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at work area • identify and describe client's needs and wants for haircolouring services.	
Client Preparation	• analyze client's hair and scalp; assess suitability for colouring, colour removal services • identify suitable alternatives and recommend haircolouring and other services based on analysis • consult client and determine preferred style and desired colour service • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary, and have client put them in safe place • prepare hair (e.g., brush, section, cover), as necessary.	
Patch/Predisposition Test	• perform a skin test 24 to 48 hours before intended date of colour application (if an aniline derivative colouring agent is to be used) • check the effects of the patch test; proceed if a positive reaction is not indicated; i.e., no adverse effect on skin is indicated.	
Equipment, Material Preparation	• prepare the work area for specific haircolouring service • access and arrange all items required.	

©Alberta Education, Alberta, Canada

COURSE COS2120: FACIALS & MAKEUP 1

Level: Intermediate

Theme: Skin Care

Prerequisites: COS1060 Skin Care 1 (Basic Practices)
COS1010 Personal Images

Description: Students describe the anatomy, physiology and histology of the skin and the effect of pathogenic organisms on the body. Students also analyze facial shapes and conditions, and perform facial care and corrective makeup techniques.

Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• relate knowledge about bacteriology and human anatomy, physiology and histology to the service and practice of cosmetology	• **Concept Testing** in which the student will: – given 40 questions relating to skin care, answer a minimum of 30 questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Facials* – *Facials and Makeup*	30
• analyze facial shapes, features and conditions; identify and describe conditions that may/may not be treated by a cosmetologist • perform basic facial care and corrective makeup services in a safe and sanitary manner	• **Process and Product** in which the student will: – perform a minimum of three facial analyses and be able to identify and describe treatable and non-treatable skin conditions – perform a minimum of three facial and makeup procedures. *Assessment Tool* *COSTAT2120: Facials & Makeup 1* *COSSAT2120: Facials & Makeup 1*	40 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Anatomy, Physiology, Histology	*The student should:* • define the terms cell, tissue, organ and system, and explain the relationship among them • identify and describe systems of the human body and explain the relationship among them • explain why knowledge related to anatomy and physiology is important to professional cosmetologists.	
Bacteriology, Pathology and Sanitation	• define the terms bacteriology, pathogenic and non-pathogenic • identify and distinguish between pathogenic and non-pathogenic organisms (e.g., bacteria, viruses, fungi) • identify and describe types of pathogenic bacteria and explain their growth, reproduction and effect on body health • describe personal and public hygiene practices taken to control the spread of infections and diseases • demonstrate practices used in cosmetology to control the spread of infections and diseases in the workplace.	
Facial Conditions, Disorders, Analysis	• identify and distinguish among lesions of the skin • analyze the face to determine condition of the skin • describe and identify conditions and disorders of the face • identify the conditions and disorders that may be treated/should not be treated by a professional cosmetologist.	

©Alberta Education, Alberta, Canada

COURSE COS2130: FACIALS & MAKEUP 2 (CLIENT SERVICES)

Level: Intermediate

Theme: Skin Care

Prerequisites: COS2120 Facials & Makeup 1
COS1060 Skin Care 1 (Basic Practices)
COS1010 Personal Images

Description: Students consult with and analyze a client's skin care needs, and perform a variety of facial services, including surface cleansing and corrective makeup techniques.

Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient client to facials and makeup services	• **Process and Product** in which the student will: – perform a minimum of three client orientation and preparation procedures – perform a minimum of three client services relating to facial care and makeup.	30 70
• consult with and analyze a client's needs for facial and makeup services, and perform facials and basic and corrective makeup services in a safe and sanitary manner	*Assessment Tool* *COSTAT2130: Facials & Makeup 2 (Client Services)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • identify client's needs and wants for facial care services.	
Client Preparation and Analysis	• prepare client for facial care services: – gowning/draping – head draping – removing adornments • analyze client's facial shape, features and skin condition • consult with client to determine: – preferred facial stylings and colourings – presence of skin allergies or special skin conditions – scope of services preferred • recommend facial care services, special products and related services • advise client of cost of each service • obtain client's consent before performing facial services.	
Equipment, Materials, Implements	• assemble all necessary equipment, materials and implements • prepare the work area for facial care services.	
Performing Facial Care Services	• perform facial care procedures to include: – surface cleansing – deep cleansing – toning, manual massage manipulations – nourishing – protecting • design and create daytime makeup stylings	

©Alberta Education, Alberta, Canada

COURSE COS2140: SKIN CARE 2 (CLIENT SERVICES)

Level: Intermediate

Theme: Skin Care

Prerequisites: COS1060 Skin Care 1 (Basic Practices)
COS1010 Personal Images

Description: Students consult with and analyze the client's skin care needs, and recommend and perform client-approved services, including cleansing, toning (manual and electrical massage), nourishing and protecting.

Parameters: Access to a professional esthetology facility and use of current skin care technology.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient a client to available skin care services including available skin care technology	• **Process and Product** in which the student will: – perform a minimum of three client orientation and preparation procedures – perform a minimum of three client services related to skin care including the use of available technology.	30 70
• consult with and analyze a client's skin care condition and needs, recommend appropriate services and technology-based treatments, and perform skin care services and treatments in a safe and sanitary manner	*Assessment Tool* *COSTAT2140: Skin Care 1 (Client Services)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Skin Care Technology	*The student should:* • describe the basic principles of electricity and electrical safety related to skin care technology • describe the purpose and demonstrate the safe and sanitary use of: – skin analysis technology – surface and deep cleansing technology – toning technology – nourishing technology • sanitize and check the safety of each item of technology after use.	
Client Orientation	• greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at consultation area.	
Client Consultation and Analysis	• consult with clients to determine their skin care needs and wants • advise clients of the scope of skin care services including technology available and the purpose of each service • analyze client's skin and recommend services for treatable conditions • advise clients of the advantages/disadvantages of treating/not treating skin conditions • advise client of cost of each skin care service • obtain client's consent before performing skin care services.	
Equipment, Materials and Implements	• assemble all necessary equipment, materials and implements • prepare the work area for skin care services.	

©Alberta Education, Alberta, Canada

COURSE COS2150: MANICURING 2

Level: Intermediate

Theme: Nail Care

Prerequisites: COS1070 Manicuring 1
COS1010 Personal Images

Description: Students describe the anatomy of the arm and hand, identify diseases and disorders of the hands and nails and hand and nail conditions that may be treated by a manicurist, and recommend and perform services for treatable conditions.

Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • recognize conditions, disorders and diseases of the hands and nails, describe conditions and disorders that may be treated by a manicurist, and suggest treatments for each condition or disorder	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – given 30 test items relating to manicuring, respond correctly to a minimum of 25 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Manicuring and Pedicuring* – *The Nail and Its Disorders*	25
• analyze treatable hand and nail conditions, perform a variety of manicuring services including plain and oil manicures, and hand and arm massage	• **Process and Product** in which the student will: – analyze a minimum of three hands and nails select and perform suitable manicuring services. *Assessment Tool* *COSTAT2150: Manicuring 2* *COSSAT2150: Manicuring 2*	75
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Anatomy and Physiology	*The student should:* • identify and describe the basic structure of the arm and hand • explain the relationships among the various parts of nails and their surrounding tissues • describe how nails grow • describe the major muscles, nerves and bones that control/coordinate the workings of the shoulders, arms and hands.	
Hand and Nail Disorders and Diseases	• explain how manicure-related muscles, nerves, bones and other tissues may be affected by: – disease – improper care – diet – chemicals • identify the technical terms used to describe specific nail disorders and diseases • list and describe disorders that may be treated by a cosmetologist/manicurist • describe services that may be used to treat nail and nail-related disorders.	
Equipment, Cosmetics and Implements	• identify equipment, manicure cosmetics and implements required to perform manicure services including: – plain manicures – oil manicures – electric manicures • describe materials required to perform hand and arm massage.	

©Alberta Education, Alberta, Canada

COURSE COS2160: NAIL ART

Level: Intermediate

Theme: Nail Care

Prerequisites: COS1070 Manicuring 1
COS1010 Personal Images

Description: Students describe nail art techniques used to enhance the appearance of fingernails, as well as design and produce simple nail art.

Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define and describe nail art, and identify and describe materials and cosmetics available to create various nail art procedures and create basic nail art designs	• **Concept Testing** in which the student will: – present a report defining and describing nail art and the procedures used to perform basic nail art. *Assessment Tool* *CTS Rubric: Presentation/Reports*	10
• design a variety of nail art images using appropriate nail art materials and cosmetics	• **Process and Product** in which the student will: – design and create a minimum of three nail art designs suited to finger and nail shapes. *Assessment Tool* *COSTAT2160: Nail Art*	90
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Principles and Practices	*The student should:* • define the term nail art • describe the relationship between nail art and basic hand and nail care • explain when and why nail art may be worn	

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Principles and Practices (continued)	*The student should:* • identify and describe nail art services including the following techniques: – creative polishing (e.g., French manicure) – nail painting – applications (e.g., tape, gems, feathers, gold leaf) • explain why nail art should be performed on hands and nails that are properly manicured.	
Nail Art Materials and Cosmetics	• identify and describe equipment, materials and cosmetics that may be used in nail art services • explain the advantages/disadvantages of using different nail art materials and cosmetics.	
Designing Nail Art	• identify and describe factors that help determine suitable nail art • identify the principles of design that may be used to design nail art.	
Nail Art Procedures	• list and describe the procedures used to design and create various nail art effects including: – French manicure – nail painting, marbling, striping – tape, gem, feather, foil applications – combination effects • demonstrate the use of technology (e.g., air brush) to create nail art • describe and demonstrate how nail art can be used to coordinate with other adornments worn by clients • describe and demonstrate how nail art may be protected.	
Safety and Sanitation	• identify and follow safe and sanitary practices related to performing nail art • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS2170: MANICURING 3 (CLIENT SERVICES)

Level: Intermediate

Theme: Nail Care

Prerequisites: COS2150 Manicuring 2
COS1070 Manicuring 1
COS1010 Personal Images

Description: Students analyze hands and nails to determine manicure needs and the presence of treatable and nontreatable conditions, as well as select and perform appropriate manicure and related services.

Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet and orient a client to available manicure services	• **Process and Product** in which the student will: – perform a minimum of three client orientation and preparation procedures to standards indicated on a client services performance chart.	30
• consult with and analyze a client's hands, nails and manicure needs, and perform services in a safe and sanitary manner	– perform a minimum of three client services related to manicure. *Assessment Tool* *COS2170: Manicuring 3 (Client Services)*	70
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at work area • discuss client's preferred nail services.	

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Consultation and Analysis	*The student should:* • analyze client's hands and nails and assess their suitability for nail art services • identify alternative services and recommend specific nail art and related services based on analysis • consult with client to determine preferred services and nail art design • advise client of cost of each service • ask client to remove rings and other hand adornments and have client put them in a safe place • perform basic manicure procedures, if necessary, to prepare nail(s) for nail art applications.	
Equipment, Cosmetics and Implements Preparation	• prepare the work area for client-approved service(s) • access and arrange all items required for the service(s).	
Performing Nail Art Services	• perform manicure and related services including: – plain manicures – oil manicures – hand and arm massage – nail art • use available technology to perform manicure, massage and nail art services • advise clients how they may maintain the groomed appearance of their hands, nails and nail art.	
Keeping Records	• establish a data base (e.g., record card) for each manicure and related service client • update the data base after completing each manicure-related service.	
Safety and Sanitation	• identify and follow safe and sanitary manicure and related service practices • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS2180: HAIRPIECES & EXTENSIONS

Level: Intermediate

Theme: Special Effects/Services

Prerequisite: COS1010 Personal Images

Description: Students describe the purpose of hairpieces and extensions and types of hair and fibres used in constructing hair goods, and analyze and service hair goods.

Parameters: Access to a hairstyling or hair goods facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the uses of hair goods and distinguish among the types of hair and fibres used in constructing hair goods	• **Concept Testing** in which the student will: – given 40 test items relating to hair goods, respond correctly to a minimum of 30 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *The Artistry of Artificial Hair*	30
• analyze hair goods, perform appropriate cleansing, conditioning, forming and finishing procedures on hairpieces and extensions, and attach hairpieces and extensions	• **Process and Product** in which the student will: – service and attach a minimum of three hairpieces and extensions. *Assessment Tool* *COSTAT2180: Hairpieces & Extensions*	70
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Uses of Hair Goods	*The student should:* • explain why hairpieces and extensions are worn • list factors that may influence the wearing of hair goods; e.g.: – fashion – fad – trend – hair loss • describe other commercial uses for hair goods.	
Types of Hairpieces and Extensions	• distinguish among different types of hairpieces, hair replacements, wefts and extensions; e.g.: – wiglets – toupees – falls – bandeaus – cascades – braids – switches – chignons – crown curls • describe the advantages/disadvantages of each type of hairpiece and extension.	
Types of Hair and Fibre	• describe and distinguish among the different types of natural hair and synthetic fibres used to construct hairpieces and extensions; e.g.: – human hair – animal hair – synthetic fibres • explain the advantages/disadvantages of each type of hair and fibre used to construct hair goods • analyze hair goods to identify hair or fibre content.	

©Alberta Education, Alberta, Canada

COURSE COS2190: THEATRICAL MAKEUP 2 (PLANNING THE IMAGES)

Level: Intermediate

Theme: Special Effects/Services

Prerequisites: COS1080 Theatrical Makeup 1 (Basic Principles)
COS1010 Personal Images

Description: Students design, select and apply makeup to create images of selected characters and to enhance personal appearances for theatrical purposes.

Parameters: Access to a professional makeup studio or drama workshop.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• develop a plan to change physical images by applying design principles to the use of theatrical makeup	• **Process and Product** in which the student will: – develop a minimum of three theatrical makeup plans – execute a minimum of three theatrical makeup plans to standards indicated on a theatrical makeup performance chart.	50 50
• execute theatrical makeup plans to create, change and enhance physical images	*Assessment Tool* *COSTAT2190: Theatrical Makeup 2 (Planning the Images)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Relationships between Basic Makeup Practices and Theatrical Makeup Practices	*The student should:* • describe theatrical makeup practices used to enhance or change images; e.g.: – hairstyling – corrective makeup – character makeup – adornments, prostheses • explain the relationship between basic cosmetology practices and theatrical makeup practices • distinguish between corrective makeup and character makeup • describe the purpose and identify examples of non-realistic makeup • explain the professional relationship between the performer and the theatrical makeup artist.	
Identifying Characters	• identify characters to be created in the context of a theatrical production or event • list features that may distinguish one theatrical character from others; e.g.: – body shape/structure – facial shape/features – haircolour/length/style – genetic characteristics – age – health – disfigurements – historical period • explain possible relationships between a theatrical character's personality and appearance.	
Designing Theatrical Makeup	• apply principles of design to prepare sketches, drawings and/or models to represent each character to be created • describe and identify factors that help determine the use of corrective or character makeup techniques	

©Alberta Education, Alberta, Canada

COURSE COS2200: HISTORICAL COSMETOLOGY

Level: Intermediate

Theme: Enterprise and Competition

Prerequisite: COS1010 Personal Images

Description: Students, in addition to recreating historical hairstyles and facial images, describe the historical trends in hairstyles and makeup, and the relationship between historical changes in cosmetology to other changes in society.

Parameters: Access to a professional hairstyling/esthetology facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe: – historical, period-related trends in hair and makeup stylings – career options available to cosmetologists skilled in recreating historical hair and makeup stylings	• **Concept Testing** in which the student will: – given 40 test items relating to historical stylings, respond correctly to a minimum of 30 items.	30
• apply principles and practices of cosmetology and design to design and create historical hair and facial stylings	• **Applied Problem Solving** in which the student will: – design, plan and create a minimum of three historical hair and facial stylings. *Assessment Tool* *COSTAT2200: Historical Cosmetology*	70
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Historical Trends	*The student should:* • categorize major trends in personal appearance and grooming according to their historical occurrence • produce/develop a scrapbook, video, report or collage to show historical trends in hair and facial stylings • explain possible relationships between historical trends in fashions, hair and facial stylings and other changes in society during the same periods • describe possible relationships between hair and facial stylings and lifestyles • distinguish between the role of cosmetologists as creators of hair and makeup trends and as followers of trends created by others.	
Career Options	• explain career options available to cosmetologists skilled in recreating historical hair and facial stylings.	
Planning Historical Stylings	• identify historical images to be recreated • prepare worksheets to identify resources, required forming and finishing techniques needed to recreate the images.	
Creating Historical Stylings	• access and prepare resources needed to create a historical hair and facial styling • drape and prepare the client appropriately for each service • form and finish hair to recreate the historical hairstyle • perform facial services on client to recreate the historical facial styling.	
Safety and Sanitation	• demonstrate safe and sanitary practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS3010: PROFESSIONAL PRACTICES

Level: Advanced

Theme: Images and Practices

Prerequisite: COS1010 Personal Images

Description: Students describe the sectors of the cosmetology industry, as well as current and projected trends, needs, career opportunities, trade ethics and qualifications required for entry into each sector.

Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify sectors of the cosmetology industry and the work performed in each sector • identify and describe the qualifications required for entry into each sector of the industry • identify and report on current and projected trends in the industry	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on the sectors of the cosmetology industry, qualifications required for entry into each sector and current and projected trends in the industry. *Assessment Tool* *CTS Rubric: Presentation/Reports* *Board Exam Review for Cosmetology:* – *The Salon Business*	40
• demonstrate ethical, interpersonal and communication skills suited to professional cosmetologists	• **Process and Product** in which the student will: – demonstrate interpersonal and communication skills. *Assessment Tool* *COSTAT3010: Professional Practices*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Sectors of the Cosmetology Industry	*The student should:* • analyze and describe sectors of the industry • list and describe the work performed in each sector.	
Current and Projected Trends	• survey local businesses related to the cosmetology industry and list and describe current and project trends • identify and describe factors that may have led to current trends • predict factors that may lead to projected trends.	
Career Opportunities	• for each sector of the cosmetology industry, list and describe: – current career opportunities – projected career opportunities – entrepreneurial career opportunities.	
Entry-level Qualifications • Interpersonal and Communication Skills • Professional Ethics	• for each sector of the cosmetology industry, list and describe qualifications/abilities required for entry • explain why effective interpersonal and communication skills are required by professional cosmetologists • describe and demonstrate interpersonal and communication skills required by professional cosmetologists • define the term professional ethics • list and describe ethical behaviours expected of professional cosmetologists • suggest possible consequences of ethical and unethical behaviour: – consequences to individual cosmetologist – consequences to the business operation – consequences to the cosmetology industry • project future entry-level qualifications.	

©Alberta Education, Alberta, Canada

COURSE COS3020: LONG HAIR GRAPHICS

Level: Advanced

Theme: Hair and Scalp Care

Prerequisites: COS2010 Hair Graphics 2
COS1020 Hair Graphics 1
COS1010 Personal Images

Description: Students design and produce symmetrical and asymmetrical hairstyles to create long hair graphics.

Parameters: Access to professional hairstyling facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select, design and create a variety of long hair graphics to suit different facial, personality and situational needs	• **Process and Product** in which the student will: – design and create a minimum of three long hair graphics to suit various client characteristics and needs, including: • design • execution • finish. *Assessment Tool* *COSTAT3020: Long Hair Graphics*	 30 50 20
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Designing Long Hair Graphics	*The student should:* • describe the advantages/disadvantages of wearing a long hair graphic • identify and describe factors that should be considered when designing long hair graphics • identify and describe devices that may be used to enhance and secure long hair graphics • list and describe a procedure used when designing and creating long hair graphics.	
Creating Long Hair Graphics	• demonstrate hair handling, brushing and combing techniques that protect the condition and appearance of long hair • create a variety of symmetrical and asymmetrical long hair graphics suited to: – day wear – bridal wear – evening wear • incorporate a variety of devices to enhance the appearance (e.g., shape, volume, density) of selected long hair graphics • demonstrate a variety of techniques to secure and finish long hair graphics.	
Safety and Sanitation	• follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS3030: HAIR & SCALP CARE 3

Level: Advanced

Theme: Hair and Scalp Care

Prerequisites: COS2020 Hair & Scalp Care 2
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze the condition of the hair and scalp, make treatment decisions and recommendations, and clean and condition the hair and scalp, using available technology.

Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze the hair and scalp, and identify treatable and non-treatable conditions	• **Process and Product** in which the student will: – analyze a minimum of three heads of hair and identify treatable and non-treatable conditions	40
• make decisions and perform appropriate cleansing and conditioning treatments in a safe and sanitary manner	– perform three cleansing and three conditioning treatments appropriate to each client's needs including: • cleansing treatments • conditioning treatments. *Assessment Tool* *COSTAT3030: Hair and Scalp Care 3*	 30 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Hair and Scalp Analysis	*The student should:* • analyze hair and scalps, and determine their conditions • determine conditions that may be treated by a cosmetologist • identify conditions that must not be treated by a cosmetologist and recommend courses of action.	
Treatments and Technologies	• select and prepare treatment products and application implements appropriate to the condition of the hair and scalp • select, check and prepare technologies necessary to support and/or enhance each treatment.	
Shampooing	• assist clients and prepare them for shampooing • perform complete shampoos including: – applying appropriate type and quantities of shampoo – distributing the shampoo – massaging the scalp – removing shampoo from the hair and scalp – protecting and assisting clients • following safe and sanitary shampoo practices.	
Conditioning	• assist and prepare clients for conditioning treatments • perform hair and scalp conditioning treatments (using surface conditioners and penetrating conditioners) including: – applying appropriate type and quantity of conditioner – ensuring proper distribution of conditioner – massaging the scalp, when necessary – using technology to support or enhance the treatment, where necessary – protecting and assisting the client.	
Safety and Sanitation	• follow safe and sanitary practices • maintain a safe, clean work area • sanitize and return technology and materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS3040: HAIR & SCALP CARE 4 (CLIENT SERVICES)

Level: Advanced

Theme: Hair and Scalp Care

Prerequisites: COS2020 Hair & Scalp Care 2
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze a client's hair and scalp, make treatment decisions and recommend services, and perform client-approved hair and scalp care services to a client's satisfaction.

Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze hair and scalp, recommend treatment, promote the sale of related services, and perform client-approved hair and scalp care services to a client's satisfaction	• **Process and Product** in which the student will: – perform applied and related hair and scalp care services to a minimum of three clients.	60
• recommend and promote the sale of hair and scalp care products	– demonstrate ethical sales techniques while introducing and promoting the sale of hair and scalp care products. *Assessment Tool* *COSTAT3040: Hair & Scalp Care 4 (Client Services)*	40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist clients to be seated at work area • determine each client's needs for hairstyling services • provide clients with style photographs and magazines • consult with each client to determine required services.	
Client Preparation	• analyze each client's hair and scalp • recommend hairstyling services and hairstyle based on analysis and each client's needs • advise clients of cost of each service • drape clients for wet/dry services • remove hair ornaments, if present • request clients to remove facial adornments, if necessary, and have clients put them in a safe place • brush hair thoroughly (before and after analysis) as needed.	
Client Services • Shampooing	• direct and assist clients to the shampoo area • position clients and ensure that they are positioned properly at the shampoo sink • ensure that cape and towel(s) are appropriately positioned to protect each client's clothing • select and recommend a shampoo appropriate to condition of the hair and scalp • suggest to clients the availability of the recommended shampoo for sale and home use • perform complete shampoos • towel dry hair • wrap hair in towel and assist clients to return to setting area unless conditioning service has been requested	

©Alberta Education, Alberta, Canada

COURSE COS3050: HAIRCUTTING 2

Level: Advanced

Theme: Haircutting

Prerequisites: COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students demonstrate the ability to design and follow cutting patterns, and safely use haircutting and thinning shears, razors and electric clippers.

Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• create a variety of cutting patterns/plans	• **Process** in which the student will: – design and create a minimum of three cutting plans to indicate hair lengths, elevations, guideline(s).	30
• follow cutting patterns, and apply principles of elevation to produce a variety of layered/ tapered haircuts by selecting and using cutting implements appropriate to the task	• **Product** in which the student will: – using appropriate cutting implements and applying appropriate principles of elevation, produce a minimum of one each of the following: • blunt cut • layer cut • clipper cut • child's haircut. *Assessment Tool* *COSTAT3050: Haircutting 2*	70
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Implements	*The student should:* • identify and describe the advantages/ disadvantages of different haircutting implements, including: – shears – razors – clippers • describe the uses of different models of haircutting implements; e.g.: – long shears/short shears – safety razors/open razors – mechanical and electrical clippers – adjustable clippers/replaceable head clippers • describe the uses of attachments and related terms for different haircutting implements; e.g.: – finger rests – safety guards – strops/hones – replaceable razor blades.	
Guidelines and Evaluations	• cut guidelines at various areas of head; e.g.: – stationary guidelines – moving guidelines • comb, hold and cut hair at selected angles/ elevations ranging from 0° to 90° and from 90° to 180°.	
Using Clippers	• demonstrate haircutting techniques using hair clippers, including: – outlining (e.g., blocked, tapered, feathered) – arching – cutting length – clipper-over-comb.	

©Alberta Education, Alberta, Canada

COURSE COS3060: HAIRCUTTING 3 (CLIENT SERVICES)

Level: Advanced

Theme: Haircutting

Prerequisites:
COS3050 Haircutting 2
COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze hair, scalp, face, haircuts and styles, recommend hairstyles, prepare clients and perform haircutting services.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• consult with a client and interpret haircutting needs	• **Process** in which the student will: – demonstrate consulting skills and the ability to interpret clients' haircutting needs by designing a haircutting pattern/plan.	40
• perform safe and sanitary haircutting services for adults and children to their satisfaction	• **Product** in which the student will: – perform a minimum of three haircuts. *Assessment Tool* *COSTAT3060: Haircutting 3 (Client Services)*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with hats, coats and personal belongings • remove hair ornaments, if present • drape clients (for wet service if hair is to be shampooed).	
Client Consultation	• demonstrate care, concern and tact when consulting with clients • interpret each client's needs and wants in relation to his or her haircut preferences • inform clients of care and maintenance needs of different haircutting styles.	
Client Analysis	• analyze each client's head shape, facial shape and hair and scalp conditions • recommend alternative haircutting styles based on the analysis and consultation • clearly identify each client's preferred haircutting style.	
Designing the Haircut	• design the haircut based on each client's preference; e.g.: – sketch a cutting pattern/diagram – indicate desired lengths of hair in each area of pattern – identify cutting implements needed – note special techniques to be used.	A computer-aided imaging/design program may be used, if available.
Client Preparation	• prepare each client's hair for cutting: – shampoo hair and scalp – condition hair and scalp (if required) • towel dry and comb the hair • redrape for cutting service.	

©Alberta Education, Alberta, Canada

COURSE COS3070: HAIR CARE & CUTTING 2 (CLIENT SERVICES)

Level: Advanced

Theme: Haircutting

Prerequisites:
COS3060 Haircutting 3 (Client Services)
COS3050 Haircutting 2
COS3040 Hair & Scalp Care 4 (Client Services)
COS2040 Haircutting 1
COS2020 Hair & Scalp Care 2
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students consult with the client to determine services desired, analyze a client's hair and scalp, face and facial features, and recommend and perform client-approved services and treatments to create finished hairstyles.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• present a confident and professional appearance and manner when analyzing and meeting a client's needs and promoting the sale of appropriate services and products	• **Process** in which the student will: – demonstrate professional level competencies when greeting, seating, consulting with clients, analyzing their needs and promoting the sale of appropriate services.	30
• perform a variety of safe and sanitary hair and scalp care and haircutting services agreed to by a client	• **Product** in which the student will: – perform a minimum of three integrated hair care, scalp care and haircutting services, including: • hair and scalp care services • haircutting services. *Assessment Tool* *COSPRAC–3 Practical Experiences: Checklist for Student Performance (Advanced Level)*	 20 50

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • develop a plan to improve client orientation procedures • communicate, verbally and non-verbally, to clients that their needs and comfort are primary concerns of the salon/shop management and staff.	
Client Consultation	• identify and use innovative strategies to improve client consultation process; e.g.: – computer-assisted consultations – video and other media resources • communicate with clients to determine each client's hairstyling needs, wants and desires: – analyze head and facial shapes – analyze hair and scalp conditions – ascertain lifestyles – identify desired image projections – "read" body language • determine preferred hairstyles • recommend hair care and haircutting services to achieve preferred hairstyle • provide clients with cost of each service/total cost, upon request • reach agreement with client on services to be performed.	

©Alberta Education, Alberta, Canada

COURSE COS3080: PERMANENT WAVING 5 (DESIGNER)

Level: Advanced

Theme: Chemical Services: Permanent Waving

Prerequisites:
COS2080 Permanent Waving 4 (Client Services)
COS2070 Permanent Waving 3 (Heat-assisted)
COS2060 Permanent Waving 2 (Cold Waving)
COS1050 Permanent Waving 1 (The Physical Process)
COS1010 Personal Images

Description: Students identify and describe designer techniques, processes and implements used to permanently wave hair, complete a chemical process for each designer technique, and describe the advantages and disadvantages of each technique.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and interpret the purpose and potential use of alternative designer permanent waving techniques	• **Concept Testing** in which the student will: – prepare and present a report on designer permanent waving techniques. *Assessment Tool* *CTS Rubric: Presentation/Reports*	25
• analyze each client's permanent waving needs, recommend a pattern/technique and perform a variety of designer permanent waving techniques	• **Process and Product** in which the student will: – determine each client's suitability for designer permanent waving – select appropriate technique – perform a minimum of three different designer permanent waving physical processes and one complete designer wave. *Assessment Tool* *COSTAT3080: Permanent Waving 5 (Designer)*	10 20 45
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Designer Permanent Waving	*The student should:*	
• Definition	• define the term designer permanent waving • distinguish between designer permanent waving and conventional waving patterns and techniques	
• Purpose	• identify and describe the purpose of designer permanent waving	
• Techniques	• identify and describe techniques used to perform designer permanent waves; e.g.: – partial/sectional perms – spiral winding – directional wrapping	
• Implements	• identify and describe implements that may be used to create designer permanent waves; e.g.: – spiral rods – clamps – square rods.	
Planning and Designing the Designer Permanent Wave	• analyze each client's hair and scalp • identify preferred hairstyles • describe how to support each style with aid of a designer permanent wave • design sectioning, blocking and winding patterns to achieve desired support and waves/curls • select implements appropriate to achieving the desired support and waves/curls • select appropriate chemical waving and neutralizing chemicals.	
Performing the Designer Permanent Wave	• drape and prepare each client • section, block and wind hair on waving implements • apply waving lotions according to manufacturer's instructions • facilitate the softening/curling processes according to manufacturer's instructions	

©Alberta Education, Alberta, Canada

COURSE COS3090: RELAX/STRAIGHTEN HAIR

Level: Advanced

Theme: Chemical Services: Permanent Waving

Prerequisites:
COS2080 Permanent Waving 4 (Client Services)
COS2070 Permanent Waving 3 (Heat-assisted)
COS2060 Permanent Waving 2 (Cold Waving)
COS1050 Permanent Waving 1 (The Physical Process)
COS1010 Personal Images

Description: Students describe the purposes and products available to physically and chemically relax and straighten hair, and identify, describe and practise safe relaxing and straightening techniques.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe methods, technology, chemicals and other products used to relax or straighten hair and the effect of these services on the hair and scalp	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on hair relaxing and straightening including methods, products and effects to standards indicated on a presentation performance chart – given 25 questions of hair relaxing and straightening, respond correctly to 20. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Chemical Hair Relaxing* – *Thermal Hair Straightening* *CTS Rubric: Presentation/Reports*	20

©Alberta Education, Alberta, Canada

COURSE COS3090: RELAX/STRAIGHTEN HAIR (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze the hair and scalp to determine their suitability for straightening or relaxing services, determine type of service to offer and products to use, and perform safe and sanitary hair relaxing and straightening procedures	• **Process and Product** in which the student will: – perform a minimum of one hair relaxing and one hair straightening procedure including: • hair and scalp analysis • client preparation • sanitary practices • safe practices and procedures to standards indicated on a hair relaxing and straightening performance chart.	 20 10 10 40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
	The student should:	
Relaxing and Straightening		
• Definitions	• define the terms hair relaxing, hair straightening, thermal pressing/combing/brushing and soft curl permanent wave	
• Methods	• describe the physical and chemical-assisted methods available to relax and/or straighten hair • explain the advantages/disadvantages of available hair relaxing and hair strengthening methods	
• Implements	• describe and demonstrate safe use of implements used when relaxing and straightening hair	

©Alberta Education, Alberta, Canada

COURSE COS3100: WAVE, RELAX & STRAIGHTEN HAIR (CLIENT SERVICES)

Level: Advanced

Theme: Chemical Services: Permanent Waving

Prerequisites:
COS3090 Relax/Straighten Hair
COS2080 Permanent Waving 4 (Client Services)
COS2070 Permanent Waving 3 (Heat-assisted)
COS2060 Permanent Waving 2 (Cold Waving)
COS1050 Permanent Waving 1 (The Physical Process)
COS1010 Personal Images

Description: Students analyze a client's hair and scalp, and recommend appropriate waving, relaxing and straightening services.

Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • consult with and analyze a client's waving, relaxing and straightening needs • recommend and promote appropriate services and treatments • perform client-approved services to a client's satisfaction	*Assessment of student achievement should be based on:* • **Process and Product** in which the student will: – determine clients' waving, relaxing or straightening needs and perform a minimum of one waving, relaxing and straightening procedures including: • client consultation and analysis • client preparation • pre-conditioning, where necessary • waving, relaxing or straightening service • post-conditioning • forming and finishing. *Assessment Tool* *COSTAT3100: Wave, Relax & Straighten (Client Services)*	 20 10 10 45 5 10

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with hats, coats and other personal belongings • drape clients appropriately • remove hair ornaments, if present.	
Client Consultation and Analysis	• demonstrate care, concern and tact during the consultation process • analyze each client's hair and scalp to determine waving, relaxing or straightening needs • advise each client of advantages/disadvantages of different services and maintenance needs of each service • recommend waving, relaxing or straightening service • confirm each client's preferred services before starting any service.	
Preparation	• plan the service • design the sectioning and handling patterns • select implements, chemicals and materials required to perform the service • prepare the work area.	

©Alberta Education, Alberta, Canada

COURSE COS3110: COLOURING 2 (PERMANENT)

Level: Advanced

Theme: Chemical Services: Haircolouring

Prerequisites: COS2090 Colouring 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students describe the purposes and principles of permanent haircolouring, identify permanent colouring products, their active ingredients and their effects on the hair and possible effects on the body, and demonstrate skin and strand testing and retouch and whole head colour applications.

Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe: – purposes, principles and types of permanent haircolouring	• **Concept Testing** in which the student will: – prepare and present a report on permanent haircolouring (e.g., principles, products, procedures and safety practices). *Assessment Tool* *CTS Rubric: Presentation/Reports*	20
– products available to colour hair permanently – product selection, mixing and preparation processes – safety practices that must be followed when using permanent haircolours	– given 30 questions relating to permanent haircolouring, answer a minimum of 25 questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Haircolouring*	25

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • perform a variety of permanent haircolouring procedures including the application of: – coating dyes – aniline derivative tints	*Assessment of student achievement should be based on:* • **Process and Product** in which the student will: – demonstrate safe and sanitary practices when performing a minimum of two permanent haircolouring procedures. *Assessment Tool* *COSTAT3110: Colouring 2 (Permanent)*	55
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Permanent Haircolouring Agents	*The student should:* • identify and describe the advantages/ disadvantages among permanent haircolouring agents including: – oxidation tints – vegetable tints – metallic dyes – compound dyes • explain the relationship among terms used to describe oxidation tints; e.g.: – aniline derivative tints – penetrating tints – amino tints – synthetic—organic tints • explain the action of para-phenaline diamine and hydrogen peroxide in permanent haircolouring • compare the purpose of: – penetrating tints – coating dyes – fillers.	

©Alberta Education, Alberta, Canada

COURSE COS3120: COLOUR REMOVAL 2

Level: Advanced

Theme: Chemical Services: Haircolouring

Prerequisites: COS2100 Colour Removal 1
COS2090 Colouring 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze the condition of the hair and scalp and the nature of colour in/on hair, and prepare and apply various colour removal products to regrowths and whole heads of hair.

Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the range of colour removal methods, techniques and products available to professional cosmetologists, and the safety and sanitation required before, during and after each colour removal service	• **Concept Testing** in which the student will: – prepare and present a report on the range of colour removal methods, techniques and products available to professional cosmetologists and the safety and sanitation procedures required when using different products. *Assessment Tool* *CTS Rubric: Presentation/Reports*	20
• analyze the hair and scalp, and determine their suitability to receive colour removal services		40

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• perform a variety of safe and sanitary colour removal procedures including the use of: – bleaches (oil, cream, powder) – dye solvents – other colour removers	• **Process and Product** in which the student will: – perform a minimum of one of each of the following colour removal procedures: • bleaching • frosting, highlighting, etc. • colour stripping. *Assessment Tool* *COS3120: Colour Removal 2*	40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Colour Removal Chemicals	*The student should:* • name, describe and differentiate among available colour removal (decolourization) chemicals; e.g.: – bleaches – dye removers • explain the action and effects on the hair and scalp of different bleaching agents including: – oil bleach – cream bleach – powder bleach • explain the purpose and action of protinators/activators • explain the action and distinguish between the uses of: – oil-base colour removers – dye solvents • describe and explain the advantages/ disadvantages of using low, medium and high volume hydrogen peroxide	

©Alberta Education, Alberta, Canada

COURSE COS3130: COLOURING & REMOVAL 2 (CLIENT SERVICES)

Level: Advanced

Theme: Chemical Services: Haircolouring

Prerequisites:
COS3120 Colour Removal 2
COS2100 Colour Removal 1
COS2090 Colouring 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze the condition of a client's hair and scalp, consult with the client, and recommend, prepare for, and perform colouring and colour removal services.

Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate competencies related to current haircolouring and colour removal services, including: – hair and scalp analysis – client consultation – service promotion and sales – client preparation – safe and sanitary colour and colour removal applications	• **Process and Product** in which the student will: – perform a minimum of one colouring and one colour removal service, each to include: • hair and scalp analysis • client consultation • service(s) promotion • client preparation • safe and sanitary colouring procedures • safe and sanitary colour removal procedures • pre- and post-conditioning treatments, where necessary. *Assessment Tool* *COSTAT3130: Colour & Removal 2 (Client Services)*	 10 10 5 5 30 30 10

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: – pre- and post-conditioning practices, where necessary – meeting a client's needs	*Assessment of student achievement should be based on:*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the instructional period. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • prepare the work area to encourage and support each client's desire for haircolouring services • greet each client by name and introduce self • follow salon/shop policy for assisting clients with hats, coats and personal belongings • drape clients appropriately • remove hair ornaments, if present.	
Client Consultation and Analysis	• describe each client's needs and wants for haircolouring services • demonstrate care, concern and tact during the consultation process • analyze each client's hair and scalp to determine their suitability for various colouring and/or colour removal services • perform and analyze the results of: – predisposition tests – strand tests	

©Alberta Education, Alberta, Canada

COURSE COS3140: BODY THERAPY

Level: Advanced

Theme: Skin Care

Prerequisites: COS2140 Skin Care 2 (Client Services)
COS1060 Skin Care 1 (Basic Practices)
COS1010 Personal Images

Description: Students apply available technology to provide therapies (heat, electrical and light), apply principles and practices of body therapy, and apply skin care products to body surfaces.

Parameters: Access to professional esthetology facility, experienced esthetologists and current technology.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the beauty therapist's role, and the therapies and technologies used, and their effects on body health and appearance	• **Concept Testing** in which the student will: – prepare and present a report on the role of beauty therapists in the cosmetology industry and the therapies and technologies. *Assessment Tool* *CTS Rubric: Presentation/Reports*	40
• apply principles and practices of body therapy and use available technologies to enhance each client's wellness and appearance	• **Process and Product** in which the student will: – demonstrate a minimum of four different body therapies. *Assessment Tool* *COSSAT3140: Body Therapy*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Professional Roles and Responsibilities	*The student should:* • define the terms and distinguish among the services performed by: – body therapists – cosmeticians – estheticians – dermatologists • name and describe body conditions that: – may be treated by body therapists and estheticians – must not be treated by body therapists • use and explain terms describing body therapy treatments.	
Body Therapies	• describe the purpose of body therapies • explain possible relationships among body systems and structures and body therapies • describe the advantages/disadvantages of selected therapies; e.g.: – electrotherapy – massage therapy – mask therapy – water/steam therapy – aroma therapy – phyto (herbal) therapy.	
Body Therapy Technology	• name and describe the types and purposes of technology used in performing body therapies • name, describe and demonstrate the safe and sanitary use of technology used to perform body therapy treatments including: – disincrustation – iontopheris – suctioning – spraying/atomizing • define related terms; e.g.: – phoresis – cataphoresis – anaphoresis	

©Alberta Education, Alberta, Canada

COURSE COS3150: HAIR REMOVAL

Level: Advanced

Theme: Skin Care

Prerequisites: COS1060 Skin Care 1 (Basic Practices)
COS1010 Personal Images

Description: Students describe temporary and permanent hair removal methods, classify each method as a physical, chemical or electrical procedure, and identify and describe safety and sanitary practices for each procedure.

Parameters: Access to professional esthetology facility and current hair removal technology.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• distinguish between temporary and permanent methods of hair removal and describe the advantages/ disadvantages of each method • distinguish between hairs that may be removed and those that must not be removed	• **Concept Testing** in which the student will: – given 25 questions relating to hair removal, answer a minimum of 20 questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Removing Unwanted Hair*	40
• analyze skin to determine suitability for hair removal service and use physical methods to remove hair in a safe and sanitary manner	• **Process and Product** in which the student will: – perform a minimum of one each of the following physical hair removal procedures: eyebrow arching, facial hair removal, waxing using available technology and products.	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Terms and Techniques	*The student should:* • define terms related to excess hair; e.g.: – hirsute – hypertrichosis • identify and describe temporary and permanent methods of hair removal • define the terms epilation and depilation • describe the advantages/disadvantages of various physical, chemical and electrical methods of hair removal.	
Skin and Hair Analysis	• identify hirsute areas of the body and determine: – suitability for hair removal – suitable hair removal method(s) • identify and describe body areas/conditions that must not be treated with hair removal methods.	
Temporary Methods of Hair Removal	• describe the advantages/disadvantages of selected temporary methods of hair removal including: – physical depilatories; e.g., shaving, tweezing, stringing – chemical depilatories	
• Tweezing	• identify and describe types of tweezers used to remove hair • demonstrate safe and sanitary use of equipment and techniques to tweeze hair	
• Physical Depilatories	• identify and describe types of wax used as depilatories • demonstrate safe and sanitary use of hot and cold wax equipment and hot and cold wax hair removal techniques	
• Chemical Depilatories	• identify and describe types of chemical depilatories • describe and demonstrate skin analyses and tests required before using a chemical depilatory.	

©Alberta Education, Alberta, Canada

COURSE COS3160: SKIN CARE 3 (CLIENT SERVICES)

Level: Advanced

Theme: Skin Care

Prerequisites: COS2140 Skin Care 2 (Client Services)
COS1060 Skin Care 1 (Basic Practices)
COS1010 Personal Images

Description: Students analyze a client's skin and determine skin care needs, consult with the client, and recommend, prepare for, and perform approved skin care services.

Parameters: Access to a professional esthetology facility, equipment and materials.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• welcome and orient the client, analyze skin care needs, recommend and promote the sale of services and products relating to these needs • prepare the client and perform client-approved safe and sanitary skin care services • demonstrate basic competencies.	• **Process and Product** in which the student will: – perform client orientation, preparation and consultation procedures – promote, sell and perform client-approved skin care services – promote and sell skin care products related to clients' needs. *Assessment Tool* *COSPRAC–3: Practical Experiences: Checklist for Student Performance (Advanced Level)*	25 50 25
	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • prepare the work area to promote skin care services and products • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist clients to be seated at a consultation area.	
Client Consultation and Analysis	• consult with clients to determine their skin care needs and wants • advise clients of the scope of skin care services including technology available and the purpose of each service • analyze each client's skin and recommend services for treatable conditions • advise each client of the advantages/disadvantages of treating/not treating skin conditions • advise each client of cost of each skin care service • obtain each client's consent before performing skin care services • advise each client of personal skin care procedures and products suitable for use between professional skin care services.	
Equipment, Materials and Implements	• assemble all necessary equipment, materials and implements • prepare the work area for skin care services.	

©Alberta Education, Alberta, Canada

COURSE COS3170: MALE FACIAL GROOMING 1

Level: Advanced

Theme: Male Facial Grooming

Prerequisites: COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students describe principles and demonstrate practices for male facial grooming, including basic skin care, shaving, moustache/beard shaping, trimming and waxing, and nasal and aural hair removal.

Parameters: Access to a professional hairstyling/barber facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the history, purpose and principles of shaving, and the shaping, trimming and waxing of male facial hair	• **Concept Testing** in which the student will: – prepare and present a report on the history, purpose and principles of male facial grooming. *Assessment Tool* *CTS Rubric: Presentation/Reports*	40
• demonstrate the safe and sanitary handling of implements and technology for male facial grooming and male facial grooming procedures	• **Process and Product** in which the student will: – perform a minimum of one each of the following male facial grooming procedures: • shaves (may be performed on a mannequin) • sideburn shaping • moustache shaping/trimming • beard shaping/trimming • moustache waxing. *Assessment Tool* *COSTAT3170: Male Facial Grooming 1*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Male Facial Grooming	*The student should:*	
• Historical Trends	• identify and describe historical changes in the: – way in which male facial hair was groomed – technology used to groom male facial hair	
• Practices	• identify and describe male facial grooming practices including: – shaving – moustache shaping, trimming and waxing – beard shaping, trimming and waxing – sideburn shaping and trimming – removal of other superfluous facial hair	
• Implements and Products	• identify, describe and demonstrate the safe and sanitary use of male facial grooming implements and products including: – razors – scissors – clippers – strops – hones – latherizers – steamers – talc – pre-shave/after-shave lotions – beard and moustache waxes – hot towels.	
Facial Shaving	• list and describe the procedure followed to perform a facial shave	
	• describe the relationship between the facial shaving procedure and the skeletal structure of the face	
	• perform a facial shave adhering to current health and safety regulations concerning the handling of human tissue	Facial shaves should be performed on inflated balloons.
	• describe and demonstrate the use of styptics to stop bleeding of minor cuts.	The use of styptic powder is recommended.

©Alberta Education, Alberta, Canada

COURSE COS3180: MALE FACIAL GROOMING 2 (CLIENT SERVICES)

Level: Advanced

Theme: Male Facial Grooming

Prerequisites: COS3170 Male Facial Grooming 1
COS2040 Haircutting 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze a client's face to determine facial grooming needs, consult with the client, and recommend and perform male facial grooming services, as required.

Parameters: Access to a professional hairstyling/barber facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• welcome, orient and consult with and analyze a client's needs for male facial grooming services and products, and recommend and promote the sale of these services and products • perform client-approved safe and sanitary male facial grooming procedures to a client's satisfaction	• **Process and Product** in which the student will: – perform a minimum of one each of the following services: • shaves (may be performed on mannequins) • sideburn shaping/trimming • moustache shaping/trimming • beard shaping/trimming • moustache waxing • removal of other superfluous facial hair. *Assessment Tool* *COSTAT3180: Male Facial Grooming 2 (Client Services)*	 50 10 15 10 10 5
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • prepare the work area to encourage and support the sale of male facial grooming services and products • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • drape clients appropriately.	
Client Consultation and Analysis	• describe each client's needs for facial grooming services • analyze each client's facial shape, features and skin conditions • select suitable grooming services • recommend services and related products to clients.	
Performing Services	• drape, prepare and protect clients appropriate to each service • prepare the work area • perform facial grooming services* agreed to by client including: – shaving – sideburn shaping/trimming – moustache shaping/trimming – beard shaping/trimming – moustache waxing – removal of other superfluous facial hair.	Facial shaves should be performed on inflated balloons.
Safety and Sanitation	• follow safe and sanitary practices and procedures • perform first aid for minor cuts • maintain a clean, safe work area • sanitize implements after each use and return to their proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

★ Additional services may include facial massage and related treatments, removal of aural and nasal hair, beard/moustache colouring.

©Alberta Education, Alberta, Canada

COURSE COS3190: NAIL TECHNOLOGY

Level: Advanced

Theme: Nail Care

Prerequisites: COS1070 Manicuring 1
COS1010 Personal Images

Description: Students describe causes of nail breakage and damage, demonstrate techniques used to repair damaged nails and apply artificial nails, and describe effects of artificial/sculptured nails on natural nails.

Parameters: Access to a professional esthetology facility and current nail technology.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • define nail technology and describe current nail technology services and their purpose • identify, describe and demonstrate the safe and sanitary use of materials and implements associated with nail technology services • analyze hands and nails and perform a variety of nail technology services; e.g., applying and maintaining: – nail tips – nail wraps – acrylic nails – fill-ins – gels • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on current trends and practices in nail technology. *Assessment Tool* *CTS Rubric: Presentation/Reports* • **Process and Product** in which the student will: – perform a minimum of three analyses of hands and nails to determine their suitability for nail technology services and perform a minimum of two nails, from any four of the following nail technology services listed below including the application and maintenance of: • nail tips • nail wraps • acrylic nails • fill-ins • gels. *Assessment Tool* *COSTAT3190: Nail Technology* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	10 90 Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
	The student should:	
Nail Technology		
• Definition	• define the term nail technology	
• Types of Services	• identify and describe materials and implements that may be used to perform each type of nail technology service and the advantages/disadvantages of each	
• Materials and Implements	• distinguish between nail technology services and basic manicuring.	
Nail Tipping/Gels		
• Preparation	• prepare materials and implements required to perform a nail tip/gel service	
• Pre-service Procedures	• perform a pre-service sanitation procedure • analyze each client's hands and nails, advise clients about the nature of services and post-service maintenance required • select a nail tipping service based on the consultations and analyses	The course learner expectation may be achieved by performing services on one or more nails.
• Application	• apply the nail tips/gels according to the manufacturer's instructions, complete shaping and offer basic manicuring procedures	
• Post-service Procedures	• perform a post-service procedure including: – follow-up appointment – sale of related products – sanitizing work area and implements	
• Maintenance and Removal	• demonstrate procedures to maintain and remove nail tips.	
Nail Wrapping		
• Preparation	• prepare materials and implements required to perform a nail wrap service	

©Alberta Education, Alberta, Canada

COURSE COS3200: PEDICURING

Level: Advanced

Theme: Nail Care

Prerequisites: COS1070 Manicuring 1
COS1010 Personal Images

Description: Students describe relationships between a manicure and pedicure, and identify and demonstrate a pedicuring procedure, including foot massage.

Parameters: Access to a professional esthetology facility and equipment.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the purpose of pedicuring and the relationship between a manicure and pedicure • identify and describe the basic structure of feet and the diseases and disorders that may affect feet • analyze feet, determine their suitability for pedicure services, prepare a pedicure work area, and perform pedicure procedures including foot massage	*Assessment of student achievement should be based on:* • **Process and Product** in which the student will: – analyze feet and toe nails – select and perform a minimum of three pedicuring services. *Assessment Tool* *COSTAT3200: Pedicuring*	40 60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Pedicure Defined	*The student should:* • define the terms pedicure and pedicurist • compare manicuring with pedicuring.	
Anatomy and Physiology	• identify and describe the basic structure of the feet, toes and toenails • explain the relationship among the various parts of the nail and surrounding tissues.	
Foot and Nail Disorders, Diseases and Treatments	• list and describe disorders and diseases of the feet and nails that – may be treated by a pedicurist – may not be treated by a pedicurist.	
Foot and Nail Analysis	• analyze the condition of feet and toenails to determine treatable/non-treatable conditions • list and describe the procedure and purpose of services that may be used to treat treatable foot and toenail conditions.	
Equipment, Cosmetics and Implements	• identify, describe and demonstrate safe and sanitary use of pedicure equipment, cosmetics and implements.	
Pedicure Services	• perform pedicure services including: – client analysis and consultation – foot and nail preparation – nail and cuticle shaping – foot massage – conditioning – nail polishing, if required.	The nail-wax/baths/ treatments may be appropriately used to condition feet.
Safety and Sanitation	• identify and follow safe and sanitary pedicure procedures • perform first aid for minor cuts • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS3210: NAIL CARE (CLIENT SERVICES)

Level: Advanced

Theme: Nail Care

Prerequisites: COS3200 Pedicuring
COS2150 Manicuring 2
COS1070 Manicuring 1
COS1010 Personal Images

Description: Students analyze client's hands, feet and nails and determine manicure/pedicure needs, consult with the client and recommend services and products to enhance the condition and appearance of nails, and use available technology to perform manicures/pedicures and related services.

Parameters: Access to a professional esthetology facility and equipment.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet and orient a client to available manicure and pedicure services	• **Applied Problem Solving** in which the student will: – perform client orientation and preparation procedures.	25
• consult with a client, analyze tissues of hands and feet, determine nail care needs, and recommend and perform services agreed to by client in a safe and sanitary manner	• **Process and Product** in which the student will: – consult with clients, analyze tissues and needs, perform a minimum of two manicure and two pedicure services appropriate to clients' needs. *Assessment Tool* *COSTAT3210: Nail Care (Client Services)*	75
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist clients to be seated at work area • discuss clients' preferred nail services.	
Client Consultation and Analysis	• analyze client's hands and nails/feet and toenails and assess their suitability for manicure/pedicure services • identify alternative services and recommend services based on analyses • consult with client to determine preferred services • advise client of cost of each service • ask client to remove rings and other hand or foot adornments and have client put them in a safe place.	
Equipment, Cosmetics and Implements Preparation	• prepare the work area for client-approved service(s) • access and arrange all items required for the service(s).	
Performing Services	• perform manicure and related services including: – plain manicures/pedicures – oil manicures – hand and arm massage/foot massage – nail art • use available technology to perform manicure, pedicure, massage and nail art services • advise clients how they may maintain the health and groomed appearance of their hands, feet, nails and nail art.	

©Alberta Education, Alberta, Canada

COURSE COS3220: WIGS & TOUPEES

Level: Advanced

Theme: Special Effects/Services

Prerequisites:
COS3110 Colouring (Permanent)
COS3050 Haircutting 2
COS2180 Hairpieces & Extensions
COS2090 Colouring 1
COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students identify the purpose of wigs and toupees, and factors affecting the quality of wigs and toupees, and demonstrate safe and sanitary procedures used to clean, colour, cut, fit, repair and style wigs and toupees, as well as take head measurements and samples.

Parameters: Access to an assortment of wigs and toupees.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • explain the reasons why people wear wigs and toupees • describe different types of wigs and toupees, the advantages/disadvantages of using natural hair/synthetic fibres and related quality factors • block and secure wigs and hairpieces and perform services (on natural hair and synthetic fibre hair goods) including: – cleaning – conditioning – cutting/shaping – forming and finishing	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on wigs and toupees which describes the reasons they may be worn and quality factors that help determine their appearance and cost. *Assessment Tool* *CTS Rubric: Presentation/Reports* • **Process and Product** in which the student will: – perform a comprehensive range of wig and toupee services including: • blocking and securing • cleaning • cutting/shaping • forming and finishing • minor repairs • colouring • measuring and sampling • placing and securing on head. *Assessment Tool* *COSTAT3220: Wigs & Toupees*	20 5 10 15 15 10 10 10 5

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: – minor repairs – colouring (temporary, semi-permanent) – measuring and sampling • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Uses of Wigs and Toupees	*The student should:* • distinguish between wigs and toupees: – hand-tied – wefted • explain why wigs and toupees are worn • list factors that may influence the wearing of hair goods; e.g.: – fashion – fad – trend – hair loss • describe other commercial uses for hair goods (e.g., displays, theatrical).	
Types of Wigs and Toupees	• distinguish among different types of wigs and toupees; e.g.: – full wigs – half wigs – partial wigs – theatrical wigs – fashion wigs – display wigs • describe the advantages/disadvantages of each type of wig and toupee.	

©Alberta Education, Alberta, Canada

COURSE COS3230: HAIR GOODS (CLIENT SERVICES)

Level: Advanced

Theme: Special Effects/Services

Prerequisites:
COS3220 Wigs & Toupees
COS3110 Colouring (Permanent)
COS3050 Haircutting 2
COS2180 Hairpieces & Extensions
COS2090 Colouring 1
COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images

Description: Students analyze hair goods, make decisions relating to services needed, perform client-approved services to hair goods, and take a client's head measurements in preparation for ordering a custom-made hair good.

Parameters: Access to a professional hairstyling or hair goods facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze a client's hair goods, recommend care, maintenance and enhancement services, promote the sale of hair goods related care and maintenance products	• **Applied Problem Solving** in which the student will: – analyze a minimum of three different hair goods, recommend services and home care products.	25
• perform a variety of services to hair goods to ensure that they are maintained and enhanced to a client's satisfaction; measure a client's head and take samples of a client's hair in preparation for ordering a wig or toupee	• **Process and Product** in which the student will: – perform a variety of services relating to hair goods including: • cleaning • cutting/shaping • forming and finishing • repairing (minor) • colouring • measuring and sampling • placing and securing *Assessment Tool* *COSTAT3230: Hair Goods (Client Services)*	 15 10 15 10 10 10 5

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Hair Goods Analysis and Consultation	*The student should:* • analyze hair goods to determine: – condition – fibre/hair type and quality – construction – need for repair – areas for enhancement • recommend services to clients that will help maintain and enhance their hair goods • suggest and promote the sale of home care hair goods products • demonstrate sensitivity and concern about each client's needs.	
Hair Goods Services • Care and Maintenance • Measuring and Sampling	 • perform services on hair goods agreed to by clients including: – cleaning – forming and finishing – cutting/shaping – repairing (minor) – temporary and semi-permanent colouring – placing and securing • take and record measurements of a client's head and demonstrate process of taking hair samples from different areas of the head.	Caution must be exercised when working on clients' hair goods. Cleaning fluid fumes may be harmful. Use only in well-ventilated area.
Safety and Sanitation	• follow safe and sanitary hair goods handling procedures • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS3240: THEATRICAL MAKEUP 3 (CHANGING IMAGES)

Level: Advanced

Theme: Special Effects/Services

Prerequisites: COS2190 Theatrical Makeup 2 (Planning the Images)
COS1080 Theatrical Makeup 1 (Basic Principles)
COS1010 Personal Images

Description: Students identify materials and describe procedures used to construct and apply two- and three-dimensional makeup and prostheses, analyze images of characters and design, plan and apply theatrical makeup to recreate images of characters.

Parameters: Access to a theatrical makeup facility, equipment and supplies.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe materials and processes used to construct and apply three-dimensional makeup and prostheses	• **Concept Testing** in which the student will: – prepare and present a report on the materials and processes used to construct and apply three-dimensional makeup and prosthesis. *Assessment Tool* *CTS Rubric: Presentation/Reports*	20
• design and execute plans to change body images of self and/or others by using theatrical makeup, two- and three-dimensional makeup materials and hair goods	• **Applied Problem Solving** in which the student will: – prepare worksheets to describe planned changes to a minimum of one body image (including a total head image, nasal and oral image, hand and arm image) with the aid of two- and three-dimensional makeup and hair goods.	30
• maintain a portfolio of designs created, including details about makeup, prostheses and hair goods used	• **Process and Product** in which the student will: – perform a minimum of one each of two- and three-dimensional makeups. *Assessment Tool* *COSTAT3240: Theatrical Makeup 3 (Changing Images)*	50
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Three-dimensional Makeup	*The student should:*	
• Types and Uses	• identify and describe different types and uses of three-dimensional theatrical makeup	Art and drama teachers may be consulted about the design and construction of masks.
• Materials	• describe materials used to create three-dimensional theatrical makeup	
• Theatrical Prostheses	• describe the purpose, advantages and disadvantages of using prosthetic pieces • describe procedures available to: – construct prosthetic pieces – prepare the client's skin tissues to receive a prosthetic piece – conceal edges of different prosthetic pieces	
• Attaching and Removing	• describe procedures and products used to attach and remove different types of three-dimensional makeups.	
Designing and Planning Image Changes	• prepare detailed worksheets for each image change to clearly identify: – specific image changes to be made – images to be created – materials required – recommended procedures.	
Implementing Image Changes	• prepare materials required for each image change • change images using a variety of theatrical makeup techniques including: – two-dimensional makeup – three-dimensional makeup – hair goods.	
Safety and Sanitation	• protect the health and safety of clients while attaching and removing theatrical makeups • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

©Alberta Education, Alberta, Canada

COURSE COS3250: THEATRICAL MAKEUP 4 (CLIENT SERVICES)

Level: Advanced

Theme: Special Effects/Services

Prerequisites: COS3240 Theatrical Makeup 3 (Changing Images)
COS2190 Theatrical Makeup 2 (Planning the Images)
COS1080 Theatrical Makeup 1 (Basic Principles)
COS1010 Personal Images

Description: Students provide a client or client group with the theatrical makeup services to create images that are appropriate to different lighting and portrayal conditions.

Parameters: Access to a theatrical makeup facility, equipment and supplies.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • consult with and assist in providing theatrical makeup services to a client or client group to enhance and to change body images with the aid of two- and three-dimensional makeup and hair goods	*Assessment of student achievement should be based on:* • **Applied Problem Solving** in which the student will: – meet clients' needs for theatrical makeup services by identifying and confirming image changes required. • **Process and Product** in which the student will: – prepare a worksheet(s) for each client – prepare appropriate materials and prostheses – use appropriate two- and three-dimensional makeup techniques and products to create intended images. *Assessment Tool* *COSTAT3250: Theatrical Makeup 4 (Client Services)*	10 25 25 40

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Consultations	*The student should:* • describe image changes required by client/client group; e.g.: – individual performer – drama club – theatrical group • review pictures/photographs of desired image(s) and other information relating to the characters in the production(s) • draft/design images, share them with client(s) and make changes as required.	
Worksheets	• prepare a worksheet for each client identifying: – materials required – procedures to follow – image(s) to be created • assess time required to create each makeup.	
Preparation • Materials • Clients	 • prepare two- and three-dimensional makeup materials: – makeup products – applicators – prosthetic pieces – hair goods • advise client(s) of time required to create makeup(s) and when to report to makeup area.	

©Alberta Education, Alberta, Canada

COURSE COS3260: FACIAL & BODY ADORNMENT

Level: Advanced

Theme: Special Effects/Services

Prerequisite: COS1010 Personal Images

Description: Students identify adornments available to enhance or change appearances, describe effects of different adornments, demonstrate safe and sanitary service procedures, and explore alternative forms of body adornment.

Parameters: Access to professional esthetology or other hygiene facility and appropriate equipment and materials.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe current fashions trends and fads in facial and body adornment and their purpose • describe safe and sanitary facial and body adornment procedures; e.g., – attaching/removing false eyelashes – colouring eyebrows and lashes	• **Concept Testing** in which the student will: – prepare and present a report on facial and body adornment identifying and describing: • purpose • types • safe and sanitary use. *Assessment Tool* *CTS Rubric: Presentation/Reports* • **Process and Product** in which the student will: – perform safe and sanitary facial and body adornment services including: • false eyelash services • colouring brows and lashes • other services currently in fashion. *Assessment Tool* *COSTAT3260: Facial & Body Adornment*	30 20 20 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Adornments*	*The student should:* • define the term adornments • describe their purpose and the various ways available to adorn the face and/or body • classify each adornment identified as a fashion item, a tradition/cultural item or a fad item • identify and describe safety and sanitary practices that must be followed before, during and after adornment processes • identify and describe tools and materials used in adornment processes.	
False Eyelashes • Types • Preparation • Shaping • Curling	• describe the different types of false eyelashes available and the advantages/disadvantages of each type • prepare materials required to trim, feather and apply lashes • analyze each "client's" facial shape and natural lashes and determine type(s) of false lashes required • select an adhesive/attach as directed • test on clients for possible allergic reaction • trim and feather lashes to create a natural look • curl lashes: – before application – after application	

* School jurisdictions should be consulted to ensure that optional areas of instruction are acceptable.

Note: "All activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools." Refer to *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, Alberta Learning, 1988.

©Alberta Education, Alberta, Canada

COURSE COS3270: CREATIVE COSMETOLOGY

Level: Advanced

Theme: Enterprise and Competition

Prerequisites:
COS1070 Manicuring 1
COS1060 Skin Care 1 (Basic Practices)
COS1040 Forming & Finishing 1
COS1020 Hair Graphics 1
COS1010 Personal Images

Description: Students describe current cosmetology-related fashions, fads and trends, and apply design principles to create skin, hair and nail stylings that may become fads or trends.

Parameters: Access to a professional hairstyling/esthetology facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • produce worksheets that describe: – current fashion, fads or trends for hair, nail and facial stylings – procedures to create each styling	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare plans to guide the reproduction of a current fashion, trend or fad: • hairstyling • makeup styling • nail styling. *Assessment Tool* *CTS Rubric: Presentation/Reports*	 10 10 10

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• reproduce each styling, using appropriate resources	• **Process and Product** in which the student will: – design and create a minimum of two innovative stylings for: • hair • makeup • nails. *Assessment Tool* *COSTAT3270: Creative Cosmetology*	 30 20 20
• apply design principles to: – develop worksheets for creative and innovative hair, makeup and nail stylings – produce each styling using the worksheets as guides		
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
	The student should:	
Current Fashions, Fads and Trends • Classify	• identify and describe current fashions, fads and trends in hair, nail and facial stylings • classify each identified styling as a fashion, trend or fad and gives reasons for each categorization	

©Alberta Education, Alberta, Canada

COURSE COS3280: SALES & SERVICE 2 (EFFECTIVENESS)*

Level: Advanced

Theme: Enterprise and Competition

Prerequisites: COS2210 Sales & Service 1 (Principles & Practices)
COS1010 Personal Images

Description: Students distinguish between sales and service techniques that encourage positive client responses and those that evoke negative responses, demonstrate effective sales and service techniques, and identify and demonstrate duties performed by salon receptionists.

Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• design a client survey and develop a client profile that identifies client demographics and level of satisfaction with the salon • develop and implement a plan to enhance client satisfaction and increase the sale of services and cosmetics and products for personal grooming, and evaluate outcomes of the plan	• **Applied Problem Solving** in which the student will: – survey and develop a client profile to identify levels of satisfaction and other factors including: • age • gender • occupation • income range • family/marital status • area of residence • type of residence.	30
	• **Process and Product** in which the student will: – develop a plan to enhance client satisfaction and increase sales of services and products – implement one or more parts of the plan. *Assessment Tool* *COTATS3280: Sales and Service 2*	30 40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

* For additional courses relating to salesmanship and retailing see:
- Management and Marketing Guide to Standards and Implementation.

©Alberta Education, Alberta, Canada

Concept	Specific Outcomes	Notes
Client Survey	*The student should:* • create an instrument to survey the demographics of clients and their level of satisfaction with the salon including: – service – attention – friendliness – cleanliness – professionalism • analyze the data collected and prepare a report that includes recommendations for action.	
Client Profile	• use the prepared report to develop a profile of clients who use the salon and include details of frequency of use and levels of client satisfaction.	
Achieving Closure	• describe and demonstrate how client resistance (e.g., objections, concerns, excuses) may be addressed • describe and demonstrate techniques used to: – close a sale – offer reassurance and support for purchasing decisions – address after-sale and follow-up services.	
Sales and Service Plan	• create a plan to increase the level and quality of sales and services offered to clients and to enhance the public image and appearance of the salon • create an instrument to evaluate each part of the plan.	
Implementing the Plan	• select and implement one or more parts of the plan • evaluate the results of the changes, for example, on: – client satisfaction – client use of salon – sale of services – sale of products.	

©Alberta Education, Alberta, Canada

COURSE COS3290: COMPETITION COSMETOLOGY

Level: Advanced

Theme: Enterprise and Competition

Prerequisites: COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1020 Hair Graphics 1
COS1010 Personal Images

Description: Students identify opportunities to participate in competitions relating to cosmetology, describe the qualities needed to be competitive and the judging systems used at various levels of competitions and demonstrate ability to be competitive in one or more areas of cosmetology.

Parameters: Access to a professional hairstyling/esthetology facility.

Note: Journeymen hairstylist qualification required.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe qualities of a successful competition cosmetologist and methods used to judge competitions	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on "What Makes A Successful Competition Cosmetologist." *Assessment Tool* *CTS Rubric: Presentation/Reports*	20

©Alberta Education, Alberta, Canada

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate qualities consistent with being a competition cosmetologist • demonstrate competition standard artistry in one or more cosmetology-related area(s)	• **Process and Product** in which the student will: – demonstrate qualities, skills and artistry associated with being a competition cosmetologist including: • personal qualities • professional qualities • organization skills • planning skills • artistry in one or more areas. *Assessment Tool* *COS3290: Competition Cosmetology*	 10 10 10 10 40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
	The student should:	
Qualities and Skills	• identify and describe qualities and abilities associated with successful competition cosmetologists: – personal qualities – professional qualities – management abilities – artistry	
• Personal Qualities	• demonstrate personal qualities including: – dedication – attention to detail – "sticktoitiveness" – patience	
• Professional Qualities	• demonstrate professional qualities including: – projecting a positive image – practising hygiene and sanitation – respecting rights of others	

©Alberta Education, Alberta, Canada